

FROM PASSIVE RECEPTION TO ACTIVE PARTICIPATION: THE IMPACT OF INTERACTIVE LANGUAGE STRATEGIES ON ENGLISH LEARNERS

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Abstract.

This article explores how interactive strategies such as role-plays, task-based learning (TBL), pair work, and group discussions significantly enhance English as a Second Language (ESL) acquisition. Grounded in the principles of neuroscience and sociocultural theory, it contrasts traditional language teaching methods with communicative approaches that lower learners' affective filters, promote engagement, and activate cognitive functions crucial to long-term retention. Building upon the works of Vygotsky, Krashen, Turula, Long, Dispenza and recent advances in brain-based education, the article argues that these interactive strategies not only foster linguistic competence, but also help learners overcome psychological and social barriers in the language learning process. When implemented effectively, they create the optimal conditions for meaningful interaction, internalization of structures, and intrinsic motivation.

Keywords: interactive strategies, communicative competence, language learning, collaborative learning, neuroscience

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